

Phase One Years 0-3 Progress Steps

During the first 6 months

During the first year

During the second year

During the third year

NUMBER

	During the first 6 months	During the first year	During the second year	During the third year
Number structure	0.1 subitise (recognise without counting) the number of objects in a collection of up to 5 Book KA Chapter 1	1.1 subitise (recognise without counting) the number of objects in a collection of up to 10, including by combining two patterns of 1-5 objects Book KA Chapter 1 Book KA Chapter 2 Book KA Chapter 4 Book 1 Chapter 2 Unit 1.1 - 1.6	2.1 group objects in a collection of at least 10, subitise the number of objects in each part, and find the total number in the collection using the parts Book 1 Chapter 6 Unit 1.1, 1.2 Book 1 Chapter 7 Unit 1.1, Unit 1.2	3.1 estimate the number of objects in a collection of less than 100, using patterns and groupings Book 3 Chapter 1 Unit 3.2
	0.2 count forwards or backwards from any whole number between 1 and 10, and then between 1 and 20 Book KA Chapter 2, Book KA Chapter 8 Book 1 Chapter 1 Unit 1.1, Unit 1.2	1.2 count forwards or backwards in 1s, 2s, and 10s from any whole number between 1 and 20, and then between 1 and 100 Book 1 Chapter 6 Unit 1.1, 1.2, 1.3, Math Pro 1.3A (to 20) Book 1 Chapter 15 Unit 1.1, Unit 2.2 (to 40) Book 1 Chapter 19 Unit 1.1, Unit 1.2, Unit 2.2 (to 100)	2.2 count forwards or backwards in 1s, 2s, 5s, and 10s from any whole number between 1 and 100 Book 1 Chapter 6 Unit 1.1, 1.3 (Numbers to 20) Book 1 Chapter 15 Unit 1.1, 2.2 (Numbers to 40) Book 1 Chapter 19 Unit 1.1, 1.2, 2.2 (Numbers to 100) Book 2 Chapter 1 Unit 1.1, 2.2 Book 2 Chapter 1 Unit 2.2, 2.3 2.4	3.2 count forwards or backwards in 2s, 3s, 5s, and 10s from any whole number between 1 and 1,000 Book 3 Chapter 1 Unit 1.1, 2.2 Math Pro - Book 3 Chapter 1 Unit 2.2A
	0.3 identify, read, and write whole numbers up to at least 10 Book KA Chapter 1 Book KA Chapter 2 Book 1 Chapter 1 Unit 1.1	1.3 identify, read, and write whole numbers up to at least 20, and represent them using the ten-and-ones structure of teen (11-19) and -ty (multiples of 10) numbers (e.g., $17 = 10 + 7$, $20 = 2 \times 10$) Book KA Chapter 2 Book KA Chapter 8 Book 1 Chapter 1 Unit 1.1 Book 1 Chapter 6 Unit 1.1 Book KB Chapter 17 Book 1 Chapter 6 Unit 1.1, 1.2 Book 1 Chapter 15 Unit 1.1 - 1.3 Book 1 Chapter 19 L 1.1 (Main)	2.3 identify, read, and write whole numbers up to at least 100, and represent them using base 10 structure Book 1 Chapter 15 Unit 1.3 Book 1 Chapter 19 Unit 1.1, 1.2 Book 2 Chapter 1 Unit 1.1, 1.2 Math Pro - Book 2 Chapter 1 Unit 4A	3.3 identify, read, and write whole numbers up to at least 1,000, and represent them using base 10 structure Book 3 Chapter 1 Unit 1.1
	0.4 compare and order whole numbers up to at least 10 and ordinal numbers (e.g., 1st, 2nd, 3rd), using words Book KA Chapter 2 Book 1 Chapter 1 Unit 1.3, 1.4, 1.5 Book KA Chapter 6 Book 1 Chapter 5 Unit 1.2	1.4 compare and order whole numbers up to at least 20 and ordinal numbers (e.g., 1st, 2nd, 3rd), using words or numerals and suffixes Book KA Chapter 17 Book 1 Chapter 1 Unit 1.3, 1.4, 1.5 Book 1 Chapter 6 Unit 1.4, 1.5 Book 1 Chapter 13 Book KA Chapter 6 Book 1 Chapter 5 Unit 1.2 Book 2 Chapter 1 Unit 3.1	2.4 compare and order whole numbers up to at least 100 Book 1 Chapter 19 Unit 2.4, 2.5 Book 2 Chapter 1 Unit 2.5	3.4 compare and order whole numbers up to at least 1,000 Book 3 Chapter 1 Unit 2.3
	0.5 partition up to 5 objects, and then up to 10 objects, using a systematic approach and noticing patterns Book KA Chapter 4 Book KB Chapter 12 Book KB Chapter 13 Book 1 Chapter 2 Unit 1.1-1.7	1.5 partition and regroup up to 20 objects in different ways, using a systematic approach and noticing patterns Book KA Chapter 4 Book KB Chapter 12 Book KB Chapter 13 Book KB Chapter 17 Book 1 Chapter 2 Book 1 Chapter 6 Unit 1.2	2.5 partition and regroup whole numbers up to at least 100, using a systematic approach and noticing patterns (e.g., $10 + _ = 70$, $20 + _ = 70$, $30 + _ = 70$) Book 2 Chapter 9 Mental Strategies	3.5 partition and regroup whole numbers up to at least 1,000, using a systematic approach and noticing patterns (e.g., $400 + 300 = _$, $350 + _ = 500$) Book 3 Chapter 6 Unit 1.1, 1.2 Math Pro - Book 3 Chapter 6 Unit 1.2A
Operations		1.6 use estimation to predict results and to check the reasonableness of calculations Math Pro - Book 1 Chapter 15B	2.6 use estimation to predict results and to check the reasonableness of calculations Math Pro - Book 2 Chapter 1 Unit A: Estimation	3.6 use estimation to predict results and to check the reasonableness of calculations Book 3 Chapter 1 Unit 2.5, 3.4
			2.7 identify the nearest ten to any whole number up to 100 Book 3 Chapter 1 Unit 3.2	3.7 round whole numbers up to 1,000 to the nearest hundred or ten Book 3 Chapter 1 Unit 3.2, 3.3
	0.6 join and separate groups of up to a total of 10 objects by grouping and counting Book KA Chapter 4 Book KB Chapter 12 Book KB Chapter 13	1.7 join and separate groups of up to a total of 20 objects and find the difference between groups by grouping and counting (e.g., $9 + 6$, $7 + _ = 11$) Book KB Chapter 14 Book 1 Chapter 7	2.8 add and subtract numbers up to 100 without renaming (e.g., $53 + 21$, $55 - 32$) Book 2 Chapter 2 Unit 1.1 - Unit 2.6	3.8 add and subtract numbers up to at least 100 (e.g., $43 - 28$, $37 + 18$) Book 2 Chapter 2 Unit 3.2 - Unit 3.5
		1.8 explore addition facts up to 10 and their corresponding subtraction facts (families of facts), including doubles and halves Book 1 Chapter 2 Unit 1.1 -1.6, Book 1 Chapter 3 Unit 2.1, 3.2, 3.4 Book 1 Chapter 4 Unit 2.1,3.1 Book 1 Chapter 4 Unit 2.2 Book 1 Chapter 17 Unit 1.1, 2.1	2.9 recall addition facts up to 10, and explore addition facts up to 20 and their corresponding subtraction facts (families of facts), including doubles and halves Book 1 Chapter 7 Book 2 Chapter 9 Unit 1.1, 1.2 Book 2 Chapter 9 Unit 2.1 - 2.3	3.9 recall addition facts up to 20 and their corresponding subtraction facts (families of facts), including doubles and halves Book 1 Chapter 7 Book 2 Chapter 9 Unit 1.2 Book 2 Chapter 9 Unit 2.1 - 2.3
			2.10 identify the relationship between skip counting and multiplication facts for 2s, 5s, and 10s Book 2 Chapter 8 Unit 1.1 - 3.2	3.10 recall multiplication and corresponding division facts for 2s, 3s, 5s, and 10s Book 3 Chapter 3 Unit 1.1, 1.2

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	During the first 6 months	During the first year	During the second year	During the third year
Operations cont...		1.9 multiply and divide using equal grouping or counting Book 2 Chapter 6 Book 2 Chapter 7	2.11 multiply and divide using equal grouping or skip counting (e.g., in 2s, 5s, and 10s) Book 2 Chapter 6 Book 2 Chapter 7	3.11 multiply a one- or two-digit number by a one-digit number, using skip counting or known facts (e.g., 4×6 , 2×23) Book 2 Chapter 8 Unit 1.1 - 3.2 Book 2 Chapter 10 Unit 1.1 - 2.2 Book 3 Chapter 4 Unit 1.3
				3.12 divide whole numbers by a one-digit divisor with no remainders, using grouping (e.g., $24 \div 3$, $32 \div 4$) Book 2 Chapter 8 Unit 4.1 - 6.1 Book 2 Chapter 10 Unit 3.1 - 4.1 Book 3 Chapter 3 Unit 1.2, 2.2, 3.2, 4.2, 5.2 Book 3 Chapter 4 Unit 2.1, 3.1
Rational numbers		1.10 identify and represent halves and quarters as fractions of sets and regions, using equal parts of the whole Book 1 Chapter 16 Unit 1.1, 1.2	2.12 identify, read, write (using symbols and words), and represent halves, quarters, and eighths as fractions of sets and regions, using equal parts of the whole Book 1 Chapter 16 Unit 1.3 Book 2 Chapter 12	3.13 identify, read, write, and represent halves, thirds, quarters, fifths, sixths, and eighths as fractions of sets and regions, using equal parts of the whole and by positioning on a number line Book 1 Chapter 16 Unit 1.1, 1.2
			2.13 directly compare two fractions involving halves, quarters, and eighths Book 3 Chapter 11 Unit 1.2	3.14 compare and order fractions involving halves, quarters, and eighths and identify when two fractions are equivalent Book 3 Chapter 11 Unit 1.2, 1.4, 2.1, 2.2, 2.3,
		1.11 find a half or quarter of a set using equal sharing and grouping. Book 1 Chapter 16 Unit 1.3 Book 1 Chapter 17 Unit 2.1	2.14 find a half and quarter of a set by identifying groups and patterns (rather than sharing by ones), and identify the whole set or shape when given a half or quarter Book 3 Chapter 11 Unit 1.1 Book 4 Chapter 5 Unit 3.1	3.15 find a unit fraction of a whole number (e.g., $\frac{1}{5}$ of 15), and identify the whole set or amount when given a unit fraction (e.g., " $\frac{1}{4}$ of the set is 3, what is the whole set?") Book 2 Chapter 12 Unit 1.2 -1.4, Unit 2.1, 2.2
Financial mathematics			2.15 recognise and order New Zealand denominations up to \$20 according to their value, make groups of 'like' denominations, and calculate their value. Book 1 Chapter 20 Book 2 Chapter 11 Math Pro -Book 2 Chapter 11A Unit 1.1A-4.2A	3.16 add and subtract unit fractions with the same denominator (e.g., $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{3}{6}$) Book 3 Chapter 11 Unit 3.1, Unit 4.1
				3.17 make amounts of money using one- and two-dollar coins and 5-, 10-, 20-, 50-, and 100-dollar notes. Book 2 Chapter 11 Unit 1.6

ALGEBRA

Equations and relationships		1.12 solve true or false number sentences and open number sentences involving addition and subtraction of one-digit numbers, using an understanding of the equal sign (e.g., $2 + 5 = 3 + _$, $7 - 5 = 6 - 4$ (T or F?)) Book 1 Chapter 7 Unit 2.4 Math Pro Supplementary Chapter coming 2025	2.16 solve true or false number sentences and open number sentences involving addition and subtraction of one- and two-digit numbers, using an understanding of the equal sign (e.g., $18 + _ = 17 + 6$, $17 = 25$ (T or F?)) Book 1 Chapter 7 Unit 2.4 Book 2 Chapter 9 Unit 1.1, 1.2	3.18 solve true or false number sentences and open number sentences involving addition and subtraction, using an understanding of the equal sign Book 2 Chapter 9 Unit 1.1 - 1.3 Math Pro -Book 3 Chapter 6 Unit 3A, 3B
	0.7 copy, continue, create, and describe a repeating pattern with two elements. Book KB Chapter 11	1.13 copy, continue, create, and describe a repeating pattern with three elements, and identify missing elements in a pattern Book 1 Chapter 8 Unit 2.1 Book 1 Chapter 9 Unit 2.1	2.17 recognise and describe the unit of repeat in a repeating pattern, and use it to predict further elements using the ordinal position Math Pro -Book 2 Chapter 16 Unit 2A.1 Math Pro -Book 2 Chapter 17 Unit 1A.1 Math Pro -Chapter 17A Unit 1 Patterns	3.19 recognise, continue, and create repeating and growing patterns, and describe a rule to explain a pattern Book 1 Chapter 8 Unit 2.1
Algorithmic thinking		1.14 follow step-by-step instructions to complete a simple task. Book 1 Chapter 5 Unit 2.1, 2.2	2.18 follow and give step-by-step instructions for a simple task, identifying and correcting errors as the instructions are followed. Book 1 Chapter 9 Unit 1.2 Book 2 Chapter 14 Unit 1.2 Math Pro -Book 2 Chapter 14 1.2A Book 2 Chapter 16 Unit 2.3, Book 2 Chapter 17 Unit 1.4 Math Pro -Book 2 Chapter 17A Unit 1.1,1.2 Book 3 Chapter 7 Unit 3.1- 4.1 (Venn Diagrams and Carroll Diagrams)	3.20 create and use a set of precise, step-by-step instructions for carrying out a familiar routine or task. Book 3 Mission Possible 2

Phase One Years 0-3 Progress Steps

During the first 6 months

During the first year

During the second year

During the third year

MEASUREMENT

Measuring			2.19 estimate and use an informal unit repeatedly to measure the length, mass (weight), volume, or capacity of an object Book KA Chapter 7 Book 1 Chapter 10 Unit 1.1 - 1.3 Book 1 Chapter 11 Unit 1.1 - 2.2 Book 1 Chapter 12 Unit 1.1, 2.2	3.21 estimate and then reliably measure length, capacity, and mass (weight) using whole-number metric units (e.g., from tools with labelled markings) Book 2 Chapter 3 Unit 1.1, 2.1 Book 2 Chapter 4 Unit 1.1, 2.1 Book 2 Chapter 5 Unit 1.1 Book 3 Chapter 8 Unit 1.1, 2.1, 2.2 Book 3 Chapter 9 Unit 1.1 - 1.3 Book 3 Chapter 10 Unit 1.2, 1.3, 2.1
	0.8 directly compare two objects by an attribute (e.g., length, mass (weight), capacity) Book KA Chapter 7 Book 1 Chapter 10 Unit 1.1 - 1.3 Book 1 Chapter 11 Unit 1.1 - 2.2 Book 1 Chapter 12 Unit 1.1, 2.2	1.15 compare the length, mass (weight), volume, or capacity of objects directly or indirectly (e.g., by comparing each of them with another object, used repeatedly) Book 1 Chapter 11 Unit 1.1 - 1.2 (Mass) Book 1 Chapter 12 (Volume and Capacity)	2.20 compare and order several objects using informal units of length, mass (weight), volume, or capacity Book KA Chapter 7 Book 1 Chapter 10 Unit 1.1 - 1.3 Book 1 Chapter 11 Unit 1.1 - 2.2 Book 1 Chapter 12 Unit 1.1, 2.2	3.22 compare and order objects using metric units of length, mass (weight), or capacity Book 2 Chapter 3 Unit 1.1, 2.1 Book 2 Chapter 4 Unit 1.1, 2.1 Book 2 Chapter 5 Unit 1.1 Book 3 Chapter 9 Unit 1.1 - 1.3 Book 3 Chapter 10 Unit 1.1, 1.2, 1.3, 2.1
			2.21 turn, and describe how far an object or person has turned, using full, half, and quarter turns as benchmarks Book 2 Chapter 14 Unit 1.1	3.23 turn, and describe how far an object or person has turned, using full, half, quarter, and three-quarter turns as benchmarks Book 2 Chapter 14 Unit 1.1
	0.9 connect days of the week to familiar events and daily routines (e.g., the class timetable). Book KA Chapter 9 Book 1 Chapter 18 (naming days of the week)	1.16 identify how the passing of time is measured in years, months, weeks, days, hours name and order the days of the week, and sequence events in a day using everyday language of time Book 1 Chapter 18 Book 2 Chapter 13 Unit 3.1, 3.2	2.22 name and order the months and seasons, and describe the duration of familiar events using months, weeks, days, and hours Book 1 Chapter 18 Unit 1.3 Book 2 Chapter 13 Unit 3.1, 3.2 Math Pro - Book 2 Chapter 13 Unit 3A Book 3 Chapter 12 Unit 2.1	3.24 identify the duration of events using years, months, weeks, days, hours, minutes, and seconds Book 1 Chapter 18 Unit 1.3 Book 2 Chapter 13 Unit 3.1, 3.2 Book 3 Chapter 12 Unit 1.1-1.4. Unit 2.1
		1.17 tell the time to the hour using the language of 'o'clock'. Book 1 Chapter 18 Unit 2.1	2.23 tell the time to the hour and half-hour, using the language of 'past' and 'o'clock' Book 1 Chapter 18 Unit 2.1, 2.2	3.25 tell the time to the hour, half-hour, and quarter past and quarter to the hour Book 1 Chapter 18 Unit 2.1, 2.2
Perimeter, area, and volume			2.24 visualise, estimate, and measure the perimeter and area of 2D shapes, using informal units. Math Pro - Book 2 Chapter 2A Unit 1.1, 2.1 Book 4 Chapter 14 Unit 1.1, 1.2 Book 5 Chapter 16 Unit 1.1	3.26 visualise, estimate, and measure: – the perimeter of polygons using metric units – the area of 2D shapes using squares of identical size – the volume of rectangular prisms (cuboids) by filling them with identical 3D blocks. Math Pro - Book 3 Chapter 14A Unit 1.1 - 3.2 Book 4 Chapter 14 Unit 1.1, 1.2 Book 5 Chapter 16 Unit 1.1, 1.3, 1.4 Book 5 Chapter 16 Unit 2.1, 2.2 Math Pro - Book 5 Chapter 16B Unit 1.2

GEOMETRY

Shapes	0.10 identify, sort by one feature, and describe familiar 2D shapes KA Chapter 10 Book 1 Chapter 8 Unit 1.1, 1.3	1.18 identify, describe, and sort familiar 2D and 3D shapes presented in different orientations, including triangles, circles, rectangles (including squares), cubes, cylinders, and spheres Book 1 Chapter 8 Unit 1.1 - 1.3 Book 1 Chapter 9 Unit 1.1 - 1.2	2.25 identify, describe, and sort 2D and 3D shapes, including ovals, semicircles, polygons (e.g., hexagons, pentagons), rectangular prisms (cuboids), pyramids, hemispheres, and cones, using the attributes of shapes Book 2 Chapter 16 Unit 2.3 Book 2 Chapter 17 Unit 1.1 - 1.4	3.27 visualise, identify, compare, and sort 2D and 3D shapes, using the attributes of shapes Book 2 Chapter 16 Book 2 Chapter 17 Book 3 Chapter 14 Unit 1.1, 1.2
				3.28 identify right angles in shapes and objects Book 3 Chapter 13 Unit 2.1
Spatial reasoning	0.1 compose by trial and error a target shape using smaller shapes, and decompose a shape into smaller shapes KB Chapter 16 Book 1 Chapter 8 Unit 2.2 Math Pro - Book 2 Chapter 16 Unit 2A.2	1.19 anticipate which smaller shapes might be used to compose a target shape, and then check by making the shape KB Chapter 16 Book 1 Chapter 8 Unit 2.2	2.26 anticipate which smaller shapes might be used to compose and decompose a target shape, and then check by making the shape Book 1 Chapter 8 Unit 2.2 Math Pro - Book 2 Chapter 16 Unit 2A.2	3.29 compose and decompose 2D shapes using the attributes of shapes (e.g., lines of symmetry), other shapes, side lengths, and angles Math Pro - Book 3 Chapter 14 Unit 4A
		1.20 flip, slide, and turn 2D shapes to make a pattern Math Pro - Book 1 Chapter 8A Unit 1-4	2.27 recognise lines of symmetry in patterns or pictures, and create or complete symmetrical pictures or patterns Book 2 Chapter 16 Unit 3.1, 3.2 Book 3 Chapter 14 Unit 2.1	3.30 predict the result of a one-step transformation (reflection, translation, or rotation) on 2D shapes Math Pro - Book 3 Chapter 15A
Pathways	0.1 follow instructions to move to a familiar location or locate an object. Book 1 Chapter 5 Unit 2.1, 2.2	1.21 follow and give instructions to move to a familiar location or locate an object Book 1 Chapter 5 Unit 2.1, 2.2	2.28 follow and give instructions to move people or objects to a different location, using direction, distances (e.g., number of steps), and half and quarter turns Book 1 Chapter 5 Unit 2.2 Book 2 Chapter 14 Unit 1.2	3.31 follow and create a sequence of step-by-step instructions (an algorithm) for moving people or objects to a different location Book 3 Chapter 15 Unit 2.2 Book 3 Mission Possible 2
		1.22 use pictures, diagrams, or stories to describe the positions of objects and places. Book 1 Chapter 5 Unit 1.1, 1.2, 1.3	2.29 interpret diagrams to describe the positions of objects and places in relation to other objects and places. Book 1 Chapter 5 Unit 2.1 Book 2 Chapter 14 Unit 1.1	3.32 interpret, draw, and use simple maps to locate objects and places relative to other objects and places. Book 3 Chapter 15 Math Pro - Book 3 Chapter 15 Unit 2.2A

Phase One Years 0-3 Progress Steps

During the first 6 months

During the first year

During the second year

During the third year

STATISTICS

	During the first 6 months	During the first year	During the second year	During the third year
Problem		1.23 pose a summary investigative question about a group for which the data will have categorical variables (e.g., colour, brand), and anticipate what the data might show Math Pro Supplementary Chapter coming 2025	2.30 pose a summary investigative question about a group for which the data will have categorical variables, and anticipate what the data might show (e.g., which outcomes might be more frequent than others) Math Pro Supplementary Chapter coming 2025	3.33 pose a summary investigative question about an everyday situation, using categorical data and discrete numerical (whole number) data, identify the variable and group of interest, and anticipate what the data might show Math Pro Supplementary Chapter coming 2025
Plan		1.24 plan to collect data by making observations or questioning others, and discuss how the data-gathering process might affect people Math Pro Supplementary Chapter coming 2025	2.31 plan survey and data-collection questions for collecting data, identify who and what the data will measure, and discuss how the data-gathering process might affect people Math Pro Supplementary Chapter coming 2025	3.34 plan survey and data-collection questions for collecting data, identify who and what the data will measure, and discuss how the data-gathering process might affect people Math Pro Supplementary Chapter coming 2025
Data		1.25 collect categorical data for one variable Math Pro Supplementary Chapter coming 2025	2.32 collect categorical data for more than one variable Math Pro Supplementary Chapter coming 2025	3.35 collect, record, and sort data, or use secondary data sources provided by someone else Math Pro Supplementary Chapter coming 2025
Analysis		1.26 create and make statements about data visualisations (e.g., pictures, graphs, dot plots) for the categorical data, giving the frequency for each category KA Chapter 3 Book 1 Chapter 14 Unit 2.1 - 3.1	2.33 create and make statements about data visualisations (e.g., pictures, graphs, dot plots) for the categorical data, comparing the frequencies of categories KA Chapter 3 Book 1 Chapter 14 L2.1 - 3.1 Book 2 Chapter 15 L1.1 - 2.1	3.36 create and make statements about data visualisations (e.g., pictures, graphs, dot plots, bar graphs) for the categorical and discrete numerical data KA Chapter 3 Book 1 Chapter 14 L2.1 - 3.1 Book 2 Chapter 15 L1.1 - 2.1 Book 3 Chapter 7
Conclusion		1.27 choose from given options the statements that best answer the investigative question Math Pro Supplementary Chapter coming 2025	2.34 choose from given options the statements that best answer the investigative question Math Pro Supplementary Chapter coming 2025	3.37 choose from given options the statements that best answer the investigative question, reflect on findings, and compare them with anticipated outcomes Math Pro Supplementary Chapter coming 2025
Statistical literacy		1.28 agree or disagree with others' statements about simple data visualisations (e.g., pictures, graphs, dot plots). Math Pro Supplementary Chapter coming 2025	2.35 match statements made by others with features in simple data visualisations, and agree or disagree with the statements. Math Pro Supplementary Chapter coming 2025	3.38 identify relevant features in others' data visualisations, connect these to descriptive statements, agree or disagree with the statements, and suggest improvements to them. Math Pro Supplementary Chapter coming 2025

PROBABILITY

Probability investigations		1.29 engage in stories or games that involve chance-based situations and: – decide if something will happen, won't happen, or might happen – identify possible and impossible outcomes (e.g., for what might happen next). Math Pro Supplementary Chapter coming 2025	2.36 engage in chance-based investigations about games and everyday situations to: – anticipate and then identify possible outcomes – collect and record data – create data visualisations for frequencies of possible outcomes (e.g., lists, pictures, graphs) – describe what these visualisations show – answer the investigative question – notice variations in outcomes (e.g., how often each of the numbers on a dice come up) Math Pro Supplementary Chapter coming 2025	3.39 engage in chance-based investigations about games and everyday situations to: – anticipate and then identify possible outcomes – collect and record data – create data visualisations for frequencies of possible outcomes (e.g., lists, pictures, graphs) – describe what these visualisations show – answer the investigative question – notice variations in outcomes (e.g., how often each of the numbers on a dice come up) Math Pro Supplementary Chapter coming 2025
Critical thinking in probability			2.37 agree or disagree with the statements made by others about chance-based situations. Math Pro Supplementary Chapter coming 2025	3.40 explain and question statements about chance-based situations, with reference to data. Math Pro Supplementary Chapter coming 2025